DOCUMENT RESUME

ED 381 597 UD 030 357

TITLE	Survey of Needs: Single Homeless Men. Denver Metro Area, 1993.
INSTITUTION	Colorado State Dept. of Education, Denver.
PUB DATE	Jun 94
NOTE	22p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Basic Skills; Blacks; Educational Attainment; *Educational Background; Elementary Secondary Education; Ethnic Groups; Hispanic Americans; *Homeless People; *Males; Minority Groups; *Needs Assessment; Surveys; *Vocational Education; Whites
IDENTIFIERS	*Colorado (Denver); *Single Persons

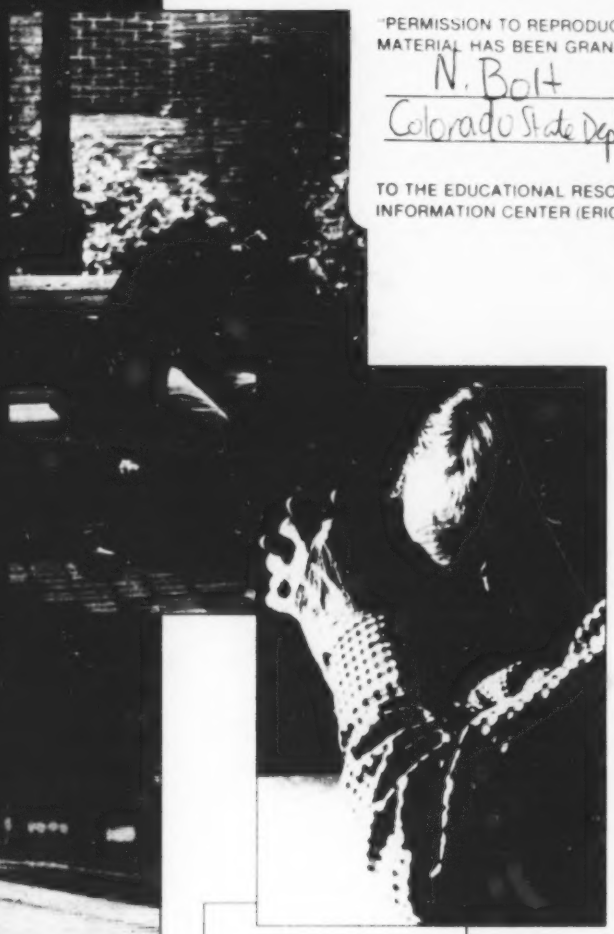
ABSTRACT

The Adult Learning Source Homeless Program of the Colorado Department of Education conducted an educational needs assessment of single homeless men in the Denver metropolitan area. A questionnaire was developed with the input of social services workers and administered to 74 homeless men in the summer of 1993. Forty-one percent were White, 24 percent were Black, and 27 percent were Hispanic. Thirty-four percent reported being disabled and 26 percent were veterans. Forty-eight percent reported that a high school diploma or equivalency was their highest level of education, although 30 percent reported attending some type of college. Only 22 percent had not finished high school. Fifty-seven percent reported receiving some type of vocational training. Half of the sample reported that they had no educational needs, but 9 of the 74 wanted to refresh basic skills and 8 wanted additional vocational training. Seventy-six percent reported the desire for more education, but reported homelessness, lack of money, learning difficulties, and other circumstances as barriers. Needs identified and targeted by the Department of Education center around accessing resources, problem-solving skills, and improving basic and life skills. The interview form is attached. Three tables summarize survey findings. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

SURVEY OF NEEDS: SINGLE HOMELESS MEN

Denver Metro Area 1993



ED 381 597

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: UD

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view. CE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
N. Bolt
Colorado State Dept. of Ed.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

cde

Colorado Department of Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

SURVEY OF NEEDS: SINGLE HOMELESS MEN

Denver Metro Area

Project Coordinated by
Nita Bratt, Homeless Program Coordinator
The Adult Learning Source

FUNDED BY
Stewart B. McKinney Homeless Assistance Act
and
Colorado Department of Education
State Library and Adult Education Office
Office of Adult Education
(303)866-6609

June 1994

COLORADO DEPARTMENT OF EDUCATION
COLORADO STATE BOARD OF EDUCATION

Sybil Downing, Chairman
Boulder, Member at Large

Patricia M. Hayes, Vice-Chairman
Englewood, 6th Congressional District

Gladys S. Eddy
Fort Collins, 4th Congressional District

Royce Forsyth
Denver, 1st Congressional District

Thomas M. Howerton
Colorado Springs, 5th Congressional District

Ed Lyell
Broomfield, 2nd Congressional District

Hazel F. Petrocco
Pueblo, 3rd Congressional District

ADMINISTRATION
Dr. William Randall
Commissioner
Colorado Department of Education

Nancy Bolt
Assistant Commissioner
State Library and Adult Education Office

Dian Bates
Office of Adult Education, Executive Director
State Library and Adult Education Office

BACKGROUND

Although the number of homeless families is increasing in Colorado, the two most recent homeless surveys found that homeless men constituted 80% of Colorado's homeless population. Of Colorado's homeless who are single, about 69% are men. (Task Force on the Homeless, 1988 and Franklin J. James, Ph.D, 1991). Typically, Colorado Adult Education for the Homeless (CAEH) programs have provided instruction to more women than men. Their combined student populations have averaged 65% women and 35% men. To resolve the disparity between need and services provided, at the request of Mary Willoughby, state coordinator of CAEH, the Adult Learning Source Homeless Program conducted an educational needs assessment of single homeless men in the Denver metro area. CAEH made this project possible with funds from the Stewart B. McKinney Homeless Assistance Act grant to Colorado.

The project had two purposes: to develop and administer a needs assessment which would identify educational needs of homeless single men; and to devise a strategy for responding to those needs.

The Questionnaire

As a first step, providers at The Samaritan House, Denver Rescue Mission, St. Francis Center, and the Salvation Army were contacted. They were asked to comment on the following:

The major needs of single men;

How their needs differed from other homeless populations;

Their observations of lacks in basic skills;

If an easily accessible educational program would be used by the men;

Barriers to assisting single men;

The degree of transiency of this population.

Utilizing this information, a questionnaire was developed. It was submitted to providers for their input and field tested on male students enrolled in the educational program at Samaritan House. After further refinement of the questionnaire, the interviewing process was begun.

The interview process

Seventy-four single homeless men were interviewed during the months of June, July, and August, 1993. Lea Goodwine, Lead Teacher at The Samaritan House, and two assistants conducted the interviews.

Most of the men interviewed were either single night residents from the overflow area of Samaritan House, 2301 Lawrence, or visitors at the St. Francis Center, a day shelter for the homeless located at 2323 Curtis Street.

The men were approached individually and asked if they would be interested in participating in an interview concerning their educational needs. The interview concluded with a 20-minute reading assessment, the Comprehensive Adult Student Assessment System (CASAS). They were told that they would be compensated for their time by receiving either a $10 King Soopers gift certificate or a roll of 50 bus tokens. Most of the men were cooperative and appeared to enjoy the interview. Once the interview process had started, word spread quickly and there were generally several people ready to participate.

It should be noted that, because there was a measure of self-selection involved in the interview process, some parts of the population may not have been fully represented. The interviewers observed several non-English speaking men who were not interviewed. It is also likely that some men who have had negative experiences in educational settings and felt uneasy about taking the reading assessment would not volunteer for the interview. Not all of the men felt comfortable answering all of the questions. Although 74 men were interviewed, some men did not respond to all of the questions.

Survey replication

You are welcome to replicate this survey. Therefore, we have included the interview schedule and interview tally as Appendices I and II. Please credit the Colorado Department of Education, Office of Adult Education and Ms. Bratt of the Adult Learning Source if you choose to use this survey.

STATISTICAL FINDINGS

Demographics

The age and ethnic breakdown of the sample appears to be close to that of the homeless population served by the Adult Learning Source in other settings. Forty-three percent of the respondents fell within the 35-44 age range with 28% from 25-34 years old. The largest group was White (41%) with 24% Black and 27% Hispanic. Asians were not represented in the sample, and only two respondents reported themselves as being Native American.

Thirty-four percent of the population reported being disabled and 26% were veterans. When asked, 46% reported receiving some kind of public assistance, with a large majority receiving food stamps. Many others indicated that they had applied for various benefits and were waiting for the results. The numbers of men receiving benefits represent only those individuals actually receiving assistance at the time of the interview.

Homelessness

Twenty-six (35%) of the 74 men interviewed said they were living in a shelter and 44 (59%) reported that they were living on the streets. Four respondents had other responses such as "living with a friend" or "found a place two weeks ago." The responses to this question may be misleading. The interviewers reported that many men who were sheltered at the Samaritan "overflow" area described themselves as living in a shelter rather than living on the streets. The question would have solicited more accurate responses if it had offered these options: living in a shelter; living on the streets; or finding shelter nightly. There is an obvious difference in the stability of a man living in shelter for 30 days and one who looks for shelter each night.

Responses to the length of time without a permanent address varied from one week to 23 years. Ten percent of the sample reported having been without a permanent address for four weeks or less, 39% for one to eight months, 22% for one to two years, 18% for two and one-half to five years, and 20% for six years or more. The largest group includes those who have been homeless from one month to two years with 61% falling into this category.

When asked about the main reason for their homelessness, 24 men cited the lack of money and 17, the lack of a job. Four credited their unsatisfactory job performance and five cited alcohol/drug problems. Six mentioned marital difficulties and five reported mental problems. Five men replied that they simply did not have a need for a permanent residence, as they were traveling.

In an effort to discover causes contributing to homelessness, and to identify barriers to education and employment, the men were

asked whether they had ever participated in a drug/alcohol or mental health treatment program. Thirty-four percent of the sample reported participation in a drug/alcohol program and 24%, a mental health program.

Employment

Fifty (68%) of the men reported being unemployed, eight said they were employed full-time and 14 reported being employed part-time. Of those who were working, five were employed in sales and/or marketing. This category included those who reported selling newspapers. Two people were working in maintenance and two others in construction. One reported being employed in manufacturing, three in food service, and nine said they worked as day laborers on a temporary basis.

Although some of the men have been out of work for several years, (14 have been unemployed for three or more years), the majority have been without full-time work for two years or less. Eighteen men have been without a full-time job for six months or less. Twenty of the men questioned indicated that they were not looking for work, while 37 reported that they were looking for a job.

Several men had ideas about what would help them obtain good jobs. However, 14 men, or 19% of the sample, appeared to have given up. They stated that there were no good jobs or that there was nothing that could help them find work. Seventeen (23%) of the respondents felt that if they had additional training or education they would be able to find good jobs. Eighteen pointed to the lack of basic needs such as sleep, food, cleanliness, clothes, phone, or haircuts. Related to basic needs, ten of the men felt that having a permanent address would help them obtain jobs. Thirteen mentioned transportation as a barrier, four had health problems, and five thought psychiatric help could assist them in finding employment. Three men reported needing tools, two wanted to learn "people skills," and two more thought age discrimination prevented them from finding work. Finally, three men thought "having a woman" would help them get a job.

Education

Forty-eight percent of the respondents reported that a GED or High School Diploma was their highest level of education. Thirty percent reported attending some type of college, and only 22% (16) reported K-11 as being their highest educational level. Of those 16 respondents, nine reported dropping out of school during their high school years (9-12).

Fifty-seven percent of the respondents reported receiving some kind of vocational or job training. The type of training received varied from janitorial to jet assembly. The most common category of job training was construction-related, with nine men reporting training. Seven men had received food service training.

Year of completion of job training varied from just a few weeks to thirty years ago. Five men reported receiving training during the period from 1990 to the present, 13 received theirs between 1984 to 1989, 12 between 1975 to 1981, and five others received training between 1964 and 1973.

Surprisingly, when asked about their educational needs, 50% (37) of the sample reported that they had no educational needs. However, nine felt they needed to refresh their basic skills; eight wanted additional vocational/trade training; five would like to attend college; and three reported needing a GED. Additional comments included the need for special minority assistance and financial assistance for attending school.

Fifty-three percent of the men felt there was nothing that they needed to learn that would make it easier to find a job or a place to live. Ten of the men expressed a general need to find out about resources, i.e., where do I go to find what I need? Five said they needed to learn how to find a place to live and three needed to learn how to find a job. Four others needed to learn a trade and two needed to have their medical needs met.

In spite of the fact that the men did not feel they have educational needs, 76% reported that they would like to pursue more education or training. When asked why they were not doing so, 32 of the men said having no money or job interfered, and seven reported that they didn't know how to go about it. Ten replied that not having a permanent residence kept them from receiving more education. Other responses included physical and mental reasons, learning difficulties, lack of a GED, addictions, age, and lack of self-esteem. Three men reported not having the time to do so.

All participants were given a 20-minute life-skills-based reading assessment, the CASAS appraisal, after the interview was completed. While many of the men have high school level reading skills, a sizeable number do not. Forty-one percent of the men tested at Level D (Grades 9-12), 20% at Level C (Grades 7-8), 30% at Level B (Grades 4-6), and 9% at Level A (Grades 1-3). Fifty-nine percent of the respondents had scores lower than high school reading levels.

ANALYSIS

In many ways, the statistical findings raised more questions than they answered. Half of the men sampled do not feel they have educational needs or specific skills they need to learn even though more than half have reading scores below high school level. The results appear to be similar to those in the recent National Adult Literacy Survey which showed that a large majority of those functioning at the lowest levels saw themselves as reading "well" or "very well." This may be due to the fact that only 22% of the sample did not complete high school or earn a GED and 57% reported receiving some job training. Another explanation may relate to the difficulty for these men in defining exactly what is needed to escape from homelessness. It is sometimes hard for them to set goals and to plan and implement the necessary steps to achieve those goals.

Reading levels compared to high school completion and interest in education

When we looked more closely at the 16 respondents who did not have a diploma or GED, 13 (81%) expressed interest in wanting more education. Of the 58 men with higher educational levels, 43 (74%) said they would like more education or training. Clearly, this population sees education as desirable if not necessary. Table A correlates reading levels with two variables: desire for more education and completion of the high school or GED.

TABLE A

Reading Levels		Wants More Education		Does Not Want More Education	
Grade Equivalent	**CASAS Score**	**Diploma/ GED**	**No Diploma/ GED**	**Diploma/ GED**	**No Diploma/ GED**
0-3 grade	0-199	4	2	0	1
4-6 grade	200-219	10	6	5	
7-8 grade	220-235	11 (15%)	1	3 (4%)	0
9-12 grade	236+	18 (24%)	4	7 (9%)	1
TOTALS		43 (58%)	13 (18%)	15 (20%)	3 (4%)

As shown in Table A, the largest single group of 18 adults in this population has a GED or diploma, reads at a high school level, and would like to pursue more education or training. These men do not have serious deficiencies in their reading levels and recognize the value of education. For them, education may not be a primary barrier to work and a permanent residence.

On the other hand, a large number of the respondents do not have skills high enough to enable them to function well in the current economy, with or without a high school diploma. The 16 respondents without a diploma, coupled with the 19 who have diplomas but have less than a seventh grade reading level, combine to make a group of 35 men, or 47% of the sample, who need basic skills improvement and/or GED completion. See the shaded area of Table A. This corresponds closely to data being collected on educational levels at the Brandon Center, a shelter for battered and other homeless women and their children. Women are given the CASAS reading assessment soon after admission to the shelter. Results over the past three years show that about one-half of the women either do not have a diploma or GED, or have a diploma but read beneath a seventh grade level.

Job Training

A particularly surprising feature is that so many of the men (57%) have received some kind of vocational or job training. These figures challenge the assumption that this training provides a sure path to economic stability. Possible explanations for this result may be:

- barriers other than the lack of job training may exist;
- the particular job training may have been inadequate;
- the training may have become obsolete;
- the job training may have prepared the men for work which pays too little to cover living costs.

We have no way to determine why job training has not enabled these men to get off the streets.

Reading levels compared to vocational/job training and high school diploma/GED

Table B contrasts reading levels with completion of vocational and/or job training and Table C compares reading levels and completion of a GED or high school diploma.

TABLE B
READING LEVELS AND
VOCATIONAL/JOB TRAINING

Reading Levels		Vocational/ Job Training	No Vocational/ Job Training
Grade Equivalent	CASAS Scores		
0-3 grade	0-199	5	2
4-6 grade	200-219	13	9
7-8 grade	220-235	8	7
9-12 grade	236+	15 (37%)	15 (46%)
TOTALS		41 (100%)	33 (100%)

TABLE C
READING LEVELS AND
HIGH SCHOOL DIPLOMA/GED

Reading Levels		High School Diploma/GED	No High School Diploma/GED
Grade Equivalent	CASAS Score		
0-3	0-199	4	3
4-6	200-219	15	7
7-8	220-235	14	1
9-12	236+	25 (43%)	5 (31%)
TOTALS		58(100%)	16 (100%)

Of the 41 respondents with job training, only 15 (37%) have high school reading skills. Of the 58 men with a high school diploma or GED, 43% have high school reading skills.

As one might expect, job training is less effective than a high school diploma/GED in ensuring that graduates have a solid foundation in reading skills. It appears that the job training and vocational programs these men participated in did not emphasize or provide basic skills.

Traditionally, vocational/job skills education has been seen as "hands on" rather than academic in orientation and therefore an appropriate path for those whose basic skills need improvement. This view implies that vocational/job training can replace basic skills education rather than supplement it. Most observers today argue that current employment opportunities require a higher skill level than in the past accompanied by the development of abilities to transfer learning from one setting to another. Therefore, for homeless men to be successful in the job market, they may need a stronger foundation in basic skills leading toward sophisticated vocational/job skills or college education.

THE NEXT STEP

The Adult Learning Source Homeless project staff chose to address three needs revealed through the interview process. Those needs are accessing resources, learning problem-solving techniques, and improving basic and life skills.

Accessing Resources

The interviewers reported that many men expressed frustration with locating resources and agencies for the assistance they needed. They were aware that most of the available resources are for women and children.

At the end of the interview, when the respondents were asked if they had any questions for the interviewer, many asked specific questions such as where they could find medical care, employment, or eyeglasses. Several had questions about how the outcome from the interview could help them. When the respondents were specifically asked if there was anything they needed to learn about that would make it easier to get a job or find a place to live, ten men responded that they needed a general knowledge of available resources, five said they needed to learn how to find a place to live, and three needed to learn how to find a job.

Problem-solving Skills

Some of the respondents in the sample appeared to be able to give specific reasons for their homelessness, such as marital difficulties, poor people skills, lack of education, alcohol abuse, etc. However, the majority cited general reasons such as loss of a job or no money with little attempt to elaborate or provide details. Nineteen percent of the sample appeared to have given up the job search and half of the respondents felt there was nothing they could learn to help them get off the streets. We attribute these responses in part to difficulties in setting long term goals with appropriate steps for achieving them. Service providers we spoke with also reported a need for improving problem-solving and critical thinking skills among the men.

Improving Basic and Life Skills

In spite of the relatively high levels of educational achievement and job training, the skills of this population are low. Twenty percent of the respondents had reading levels at the 7-8 grade level, 30% tested at grades 4-6, and 9% are functioning at grade level 1-3. We suspect that, due to the self-selection process, the respondents may actually have higher educational and reading levels than most

of the targeted population. Many respondents acknowledged that they needed to refresh basic skills or improve writing and math skills.

Resource Booklet and Workshop

In response to the needs described above, the Adult Learning Source will provide a resource booklet and training in its use.

The resource booklet will be small enough to carry in a pocket but large enough to be read easily. Available resources will be divided into categories such as Food & Shelter, Health, Education, Employment and Hotlines. The booklet will be available to other programs through the State Literacy Resource Center.

The usefulness of the booklet will be enhanced by combining it with a workshop which will introduce the resource booklet to the participants while teaching selected life skills and problem-solving techniques. After field test and refinement, the workshop module will be available for general use through the Colorado Department of Education, State Literacy Resource Center.

Appendix I

DIRECTIONS
INTERVIEW OF SINGLE HOMELESS MEN

The interviewing process is composed of two parts. The first part is a questionnaire which contains both demographic and open-ended questions. This part is to be administered by the interviewer. The client is not to fill this out by himself. The questions should be asked by the interviewer in as much of a conversational style as possible. The second part of the interview is the CASAS appraisal. Please refer to the CASAS as a "reading assessment" or "life skills assessment" rather than a reading test. The CASAS should be administered in accordance with the usual procedures, being careful to observe the 20 minute time limit. It should be possible to allow an interviewee to do the CASAS assessment while beginning the first part of the interview with a second client.

SAMPLE INTRODUCTION

Hi! I'm _____ with the Adult Learning Source. I've been asked to interview several single men who are living on the streets or in shelters. It will take about 30-40 minutes and I am able to give you your choice of a $10 gift certificate to King Soopers or a roll of 50 bus tokens to pay you for your time. Results of the questionnaire will be combined and your individual answers will never be reported to anyone. Are you able to help me? Great! The first part of the interview consists of several questions. . . . . (Ask the client to be seated and proceed with the interview.)

SPECIFIC INSTRUCTIONS FOR QUESTIONS

1. Let the respondent know that he may use his first name or initials rather than his full name.

8. & 9. These questions may be quite sensitive for some of the interviewees. Please ask them in a manner that is both matter-of-fact and nonjudgmental.

16. If the respondent cannot think of an answer to this question, you may prompt him with suggestions such as: GED?.....vocational training?.....learning to write better?.....improving math skills?.....etc., etc.

17. If the respondent cannot think of an answer to this question, you may prompt him with suggestions such as: figuring out bus schedules?.....filling out job applications?.....writing a resume?.....learning how to interview for a job?.....

20. This question is to enable the respondent to ask you for referrals, etc., if he so desires. Please note any questions you were asked and any referrals you provided in the section for interviewer's comments and observations.

21. Under comments and observations, please note if there were any circumstances which may invalidate the results of the questionnaire. For instance, if the respondent seemed intoxicated or appeared not to understand any of the questions, make note of it after the interview is completed.

CASAS ASSESSMENT

Administer the CASAS assessment according to standard procedures. Again, assure the client that any information will be kept confidential and point out that the CASAS assessment is made up of only twenty questions.

CONCLUDE THE INTERVIEW

Thank the respondent for his time and offer him a choice of incentives for participation. You may wish to suggest that he encourage any friends or acquaintances to take part in the interview at a later time.

Note the incentive chosen and staple the CASAS answer sheet to the questionnaire.

Date:_____
Interview Site:_____
Interviewer:_____

INTERVIEW

1. Name:_____ 2. Age:_____

3. Are you currently ( ) living in a shelter or ( ) on the streets?

4. How long have you been without a permanent address?

5. Do you consider yourself to be ( ) White ( ) African American ( ) Hispanic ( ) Asian ( ) Native American ( ) Other?

6. Are you ( ) disabled ( ) on probation ( ) a veteran?

7. Do you receive any kind of public assistance such as food stamps, SSI, unemployment or veterans benefits,etc? _____ If so, what type of assistance do you receive?_____

8. Are you participating in, or have you ever participated in a drug/alcohol rehabilitation program?

9. Are you participating in, or have you ever participated in a mental health treatment program?

10. What is your current level of education?
    ( ) K - 11
    ( ) GED
    ( ) High School
    ( ) Junior College (AA)
    ( ) College (BA)
    ( ) Graduate Degree

11. If you did not finish high school, what is the last year of school you completed?_____

12. Have you received any kind of vocational or job training?_____
    If so, what type?_____
    What year did you complete the training?_____

13. Are you employed ( ) full time ( ) part time ( ) unemployed?
    If employed, what kind of work do you do?_____
    If not, are you looking for a job?_____
    How long has it been since you had a full time job?_____

14. Is there anything that you need that would help you get a good job?

15. What do you see as being the main reason you don't have a permanent residence?

16. Do you have any educational needs?

17. Is there anything you need to learn about that would make getting a job or finding a place to live easier for you?

18. Are you currently enrolled in an educational or training program? Would you like to pursue any more education or training?

19. If so, what is preventing you from doing so?

20. Do you have any questions for me?

INTERVIEWER'S COMMENTS AND OBSERVATIONS:

CASAS SCORE: _____ *INCENTIVE CHOSEN:*_____

Appendix II

INTERVIEW TALLY
SINGLE HOMELESS MEN STUDY

1. Respondent's name.

2. Respondent's age:

16 - 20	0
21 - 24	4 (5%)
25 - 34	21 (28%)
35 - 44	32 (43%)
45 - 50	14 (19%)
60 +	3 (4%)

3. Are you currently...

on the streets?	44 (59%)
living in a shelter?	26 (35%)
other responses	4 (6%)

4. How long have you been without a permanent address?

4 weeks or less:	7 (10%)
1 - 8 months:	29 (39%)
1 - 2 years:	16 (22%)
2 l/2 - 5 years:	13 (18%)
6+ years:	7 (10%)

5. Do you consider yourself to be...

White?	30 (41%)
African American?	18 (24%)
Hispanic?	20 (27%)
Asian?	0
Native American?	2 (3%)
Other	4 (5%)

6. Are you...

Disabled?	25 (34%)
A veteran?	19 (25%)
On probation?	2 (3%)

7. Do you receive any kind of public assistance?

No	38 (51%)
Yes	34 (46%)

What type of assistance?

Food stamps	30
SSI	7
AND	2
Veteran	2

8. Are you or have you participated in a drug/alcohol rehab program?

No	49 (66%)
Yes	25 (34%)

9. Are you or have you participated in a mental health treatment program?

No	56 (76%)
Yes	18 (24%)

10. What is your current level of education?

K-11	**16 (22%)**	
GED	**15 (20%)**	
High School	**21 (28%)**	
Junior College (AA)	**9**	
College (BA)	**13**	**(The interviewer checked Jr. College & College whenever a respondent had attended even if he had not received a degree.)**
Graduate Degree	**0**	

11. If you didn't finish high school, last year completed.

No schooling	**0**	6	**2**
1	**0**	7	**1**
2	**0**	8	**3**
3	**0**	9	**3**
4	**0**	10	**3**
5	**1**	11	**3**

12. Have you received any kind of vocational or job training?

No	**30 (42%)**
Yes	**41 (57%)**

If yes, what type?

9	**construction**
7	**food service**
5	**welding**
4	**automotive repair**
3	**janitorial**
3	**computers**
2	**tractor/trailer driving**
1	**railroad inspector**
1	**seminary**
1	**casino**
1	**travel agent**
1	**retail sales**
1	**small business management**
1	**boiler/air conditioning**
1	**microbiology**
1	**printer**
1	**air traffic controller**
1	**jet assembly**
1	**architectural drafting**
1	**clerk**
1	**small engine repair**

What year did you complete the training?

1964 - 1973	**5**
1975 - 1981	**12**
1984 - 1989	**13**
1990 - 1993	**5**

13. Are you employed...

unemployed?	50
part time?	14
full time?	8

If employed, what kind of work do you do?

day labor/temporary	9
selling/marketing	5
food service	3
maintenance/janitorial	2
construction	2
manufacturing	1

If not, are you looking for a job?

No	20
Yes	37

How long has it been since you had a full time job?

one week	1	
1 - 6 months	17	
7 - 12 months	5	
1 - 2 years	12	**(8 had not had full-time work in 2 years)**
3 - 6 years	8	
7 + years	6	

14. Is there anything that you need that would help you get a good job?

Basic needs: i.e. sleep, food, cleanliness, phone, clothes, haircut	18
Training/education	17
Nothing, don't know, no good jobs	14
Transportation	13
Permanent address	10
Psychological help	5
Health reasons	4
Woman	3
Tools	3
People skills	2
Age discrimination	2

15. What do you see as being the main reason you don't have a permanent residence?

No money	24
No job	17
Alcohol/drugs	7
Marital problems	6
No chance/traveling	5
Unsatisfactory job performance	4
No I.D.	2
Prejudice	1
Physical problems	1
Education	1

16. Do you have any educational needs?

No educational needs	**37 (50%)**
Refresh basic skills	**9**
Vocational/grade training	**8**
College	**6**
GED	**3**
Special assistance	**1**
Financial help w/school	**1**

17. Is there anything you need to learn about that would make getting a job or finding a place to live easier for you?

Nothing	**39 (53%)**
Need general knowledge of resources	**10**
How to find a place to live	**5**
Learn a trade	**4**
How to find a job	**3**
Medical needs met	**2**
Time management	**1**
People skills	**1**
Resume	**1**
Can't write	**1**
Math skills	**1**
People to help me	**1**

18. Are you currently enrolled in an educational or training program?

No	**0**
Yes	**3**

Would you like to pursue any more education or training?

No	**18**
Yes	**56**

19. If so, what is preventing you from doing so?

No money	**12**
No job	**11**
No home	**10**
Don't know how to go about it	**7**
Physical reasons	**4**
Mental illness	**4**
Addictions	**3**
No time	**3**
Self-esteem	**2**
Age	**1**
Lack of GED	**1**
Learning difficulty	**1**
Nothing	**1**

20. Questions for interviewer:

"How is this data going to help me?"

"Where can I get eye care?"

"What is this for?"

"Is there a possibility an agency could help me find employment?"

"What kind of feedback do we get?"

"Will it help me?"

"How can I get off the streets?"

"Where does this information go?"

"What will be the result of these interviews and tests?"

"I would like to find a good doctor for my health. I need an eye doctor — looking for farm work."

CASAS SCORES

0 - 188	6	(8%)
189 - 193	0	
194 - 199	1	(1%)
200 - 207	4	(5%)
208 - 215	11	(15%)
216 - 219	7	(10%)
220 - 227	6	(8%)
228 - 235	9	(12%)
236 - 245	30	(41%)